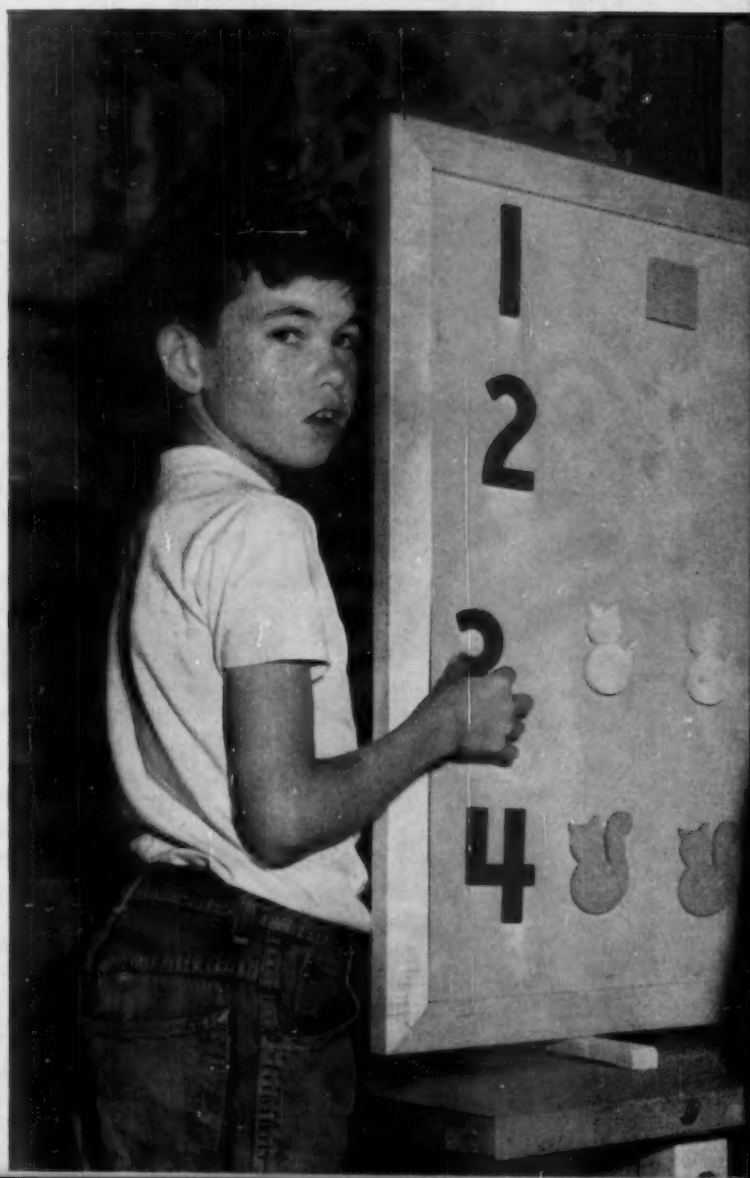


# Arizona TEACHER

December, 1956

Valley of the Sun  
School for  
Handicapped Children  
Page 10





SNOW SPORTS SCENE AT FLAGSTAFF

# ARIZONA STATE COLLEGE

at Flagstaff

**A Multi-Purpose College**

**That Term — Multi-Purpose — Means A College  
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We believe that our college — Arizona State College at Flagstaff — can best serve the young people of Arizona in many ways which are closed to them in institutions of many specializations. Our curricula are integrated for over-all effectiveness.

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The students who have not yet made up their minds definitely what they plan to study and train for should enroll in a good college for preparatory study before they face the choice of specialization. The multi-purpose college is the answer to their problem.

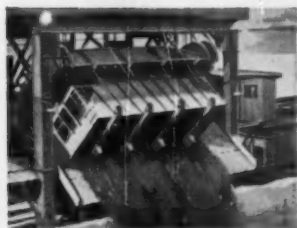
The good student who, late in high school, decides what he wants to do but finds himself weak in critical areas such as math, science, or some other field — that student will find help in the multi-purpose college.

## FROM **PIT** TO **PENNY**



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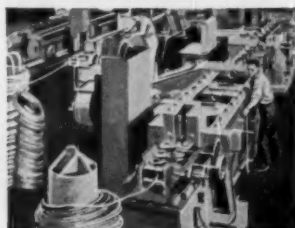
Copper is one of the most important metals — second only to iron in world-wide use. It forms a part of countless common articles, many of which you use every day. In its movements from mines to manufacturers and finally to the consumers, copper often travels thousands of miles by railroad.



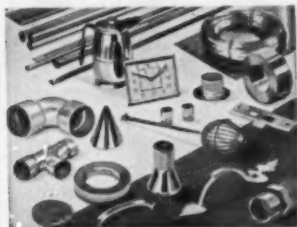
Copper ore from the mines is unloaded at the smelter by a huge machine that picks up the freight cars and turns them upside down as if they were toys! A ton of ore is usually needed to produce 20 pounds of copper!



Many complicated steps are required to make copper which is pure enough for commercial use. At last the refined copper, cast into shapes such as bars or rods, is ready for shipping to distant manufacturing plants.



More than half of all new copper is made into wire for use in the electric light and power industries, the telephone, for hundreds of electric appliances and for the radar and other electronic systems so vital to our defense!



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that has come off the press."*

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*Ginn and Company*





“...and a Merry Christmas to all”

COPY, 1956 THE COCA-COLA COMPANY

*Arizona Teacher*

# VOLUME 45, No. 2

WINTER, 1956

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**STATEMENT OF POLICY:** As the official publication of the Arizona Education Association, the *Arizona Teacher* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The Editorial Board of the *Arizona Teacher* encourages reader contributions reserving however the right of editing or rejecting. Viewpoints expressed by authors are their own and not necessarily those of the Association.

December, 1956



OFFICIAL PUBLICATION OF  
THE ARIZONA EDUCATION ASSOCIATION

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Above and at right, students do odd jobs to earn money for the National Polio Foundation. Below, Vice-President Nugent of the University plays Santa Claus for the annual Interfraternity Council Christmas Party for underprivileged children.



# Toward A Richer Life

## Instructions Comes First

But outside activities are a necessary part in educating campus citizens to become citizens of the world. On the campus of the University of Arizona, social, religious, and organizational activities are sponsored to provide a wide choice of outside activities for every student.

From lecture series to name-band dances, the student is offered opportunities to lead a well rounded life, and prepare for community service. The students participate in organized campaigns such as fund raising for charities, blood giving, or entertaining underprivileged children.

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*Arizona Teacher*



# Editorial Comment —

## MIDDLE OF THE ROAD

For many years the mere mention of "formal grammar" has been enough to cause a teacher to get his mouth washed out with soap. "Functional grammar" has been the thing—teach the students the English that they will be expected to use in adult life. Some fallacies have been showing up in this theory, however, and the proof is to be found in the upper grades of high school and the freshman classes in college.

Composition classes show that students who have never been exposed to at least some of the rules and regulations governing the use of words in English are seldom capable of writing compositions in a clear and interesting style. English teachers are expected to teach students the art of communication, but, if this art cannot be taught through a purely functional approach, perhaps at least some exposure to grammar rules is necessary.

Spelling has been approached with the same attitude in many of the more modern schools, and the result seems to be that American students are becoming poorer and poorer spellers. Perhaps teaching rules for spelling and "sounding out" a large majority of the words is old fashioned, but if the newer methods don't work maybe the old fashioned ones will.

Our job as teachers includes helping the student in any way that we possibly can. Perhaps this entails teaching the best way we can without regard to the newest methods.

By Robert M. Cooley  
Member  
AEA Editorial Board

December, 1956



## "TOP PRIORITY"

The March issue of the *Arizona Teacher* will carry the reports and recommendations of the 1956-57 AEA Committees. From the recommendations will come many of the resolutions which will be presented at the Annual Meeting of the AEA Delegate Assembly in Phoenix, April 12-13, 1957.

Resolutions presented for consideration by the delegates represent the distillation of many ideas and help to determine AEA policy. Those requiring action become mandates when passed by the Assembly.

Committee reports represent hundreds of man hours of work, study and research by Committee members. In addition, when the reports of the 27 committees reach the AEA Headquarters, hundreds of man hours must again be spent on the typing, mimeographing, addressing and mailing of the finished copies to each of your elected delegates.

As an AEA member, you have the privilege and the responsibility of helping your delegates become true representatives. This year the committee reports go by the way of the *Arizona Teacher* to the entire membership. It is our hope that you will give them "top priority" in your reading, then discuss them singly or in groups with your elected representatives. Only by knowing your wishes and opinions can your delegates adequately represent you on the floor of the Delegate Assembly.

—N. W.

# Our Faith in the Public Schools



*C. A. Carson*  
*NEA Director*  
*for*  
*Arizona*

A few Sundays ago when the minister announced the topic of his sermon, the thought flashed through my mind that it would be a good outline to follow for my remarks in the *Arizona Teacher*. I am afraid that during the sermon my thoughts were centered more on its application to the teaching profession than on the intention of the minister.

The first point concerns our faith in our schools, in our children, and in our profession. In any field, it seems to me that if we are to succeed we must be "sold" on the job, the firm, and the product. There is no question but that we have in our hands the most important product in the world. Up to the present time at least, society has felt that the school is the responsible agent for the transmission of our heritage, and we, as individuals, have chosen teaching as our life's work.

## **Pride in Teaching**

In 1955-56 Dr. Buford's theme for the National Education Association was that

we are proud to be teachers because of the great potential that we have in our youngsters. It seems to me that the first requisite of a successful teacher is that he have great faith in the value of our public school system and the tremendous place it has occupied in the development of our American heritage. If we have this fundamental faith, then it is incumbent upon each one of us to practice what we believe. It is necessary that we exhibit to our students the love and compassion that is needed for the creation of a proper learning environment, that we continually strive to interpret our schools to the public, and that we diligently seek to improve our own teaching techniques.

## **Organization Judged by Its Members**

Secondly, just as any organization is judged by its members, so is the teaching profession in the public schools. A small percentage of teachers can sometimes present a wrong picture of the entire organization.

The third obligation that rests upon us as individuals is to let our enthusiasm spill over until it influences others. If we are sold on teaching and the schools, we should try to interest the most capable of our students to enter the teaching profession. The matter of teacher recruitment could be solved by the teaching profession itself if we would only exhibit to future teachers the feeling of satisfaction that I am sure most of us have in being teachers.

## **A United Voice**

In our national, state, and local associations we have a great opportunity to make our influence felt for the benefit of the schools and the profession. Until such time as we can achieve a united voice representing the entire profession, our testimony is weakened. Are you doing your part to achieve this unity?

*Arizona Teacher*

*The 65 years of growth and  
service of the AEA has been  
phenomenal —*

## *To-Morrow We Shall Not Be Less*

*By James M. Stephenson*

*"A Book of Verses underneath the  
Bough,*

*A Jug of Wine, a Loaf of Bread —  
and Thou. . . ."*

It has been said that more young men in college read the Rubaiyat of Omar Khayyam, from which these lines were taken, than any other segment of our society. Every young blade seems to think the lines were written specifically for him. As he reads the poetic philosophy set down by the famous astronomer-poet of Persia, he can dream of his future and forget the cares of the day.

Whatever the reason, I was one of the crowd and purchased my copy of the Rubaiyat while in college. It has been on my bookshelf since, but has been unopened for several years. The other day I picked it up and leafed through it. In doing so I ran across a couplet which set me to thinking. It is found in Stanza XLIII, and says,

*"Think then you are TO-DAY what  
YESTERDAY*

*You were — TO-MORROW you shall  
not be less".*

### **A Better Teacher**

Today I am a teacher. I was a teacher yesterday. But what of tomorrow? Khayyam says that tomorrow I shall not be

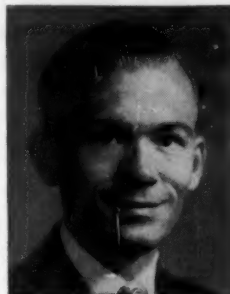
*December, 1956*

less. Is he intimating that I shall be more. I sincerely hope so. In fact, I trust that I am today a better teacher than I was yesterday, and that tomorrow I will have improved over today.

### **Growth in Membership**

This applies to each of us, individually and as a profession. We have seen an al-

*AEA President,  
James M.  
Stephenson,  
Biology Teacher  
Senior  
High School  
Prescott, Arizona*



most phenomenal growth in membership in the AEA. It was but three years ago that on the front cover of this magazine there was a photograph of the 5000th member. In those few years we have grown by almost half that number, to nearly 7500. Where will we be tomorrow?

The Arizona Education Association had its beginning 65 years ago, in 1891, in Phoenix. At that time a few dedicated teachers organized to promote the interests of public education and to study the

*Turn to page 23*



**His Future to Brighten**

## Horizons Widen at the

# Valley of the Sun School for Handicapped Children

*By Sanford Kalwara*

Science has revealed quite accurately the anatomical structure of man's most complicated organ, the brain. Yet the exact nature of its functioning is still shrouded in secrecy within the millions of cells which comprise this organism. When scientific investigation can reconcile hypothesis with fact as to why and how the brain functions as it does then there will closely follow the reasons for abnormal deviations.

### **The Retarded Child**

In delimiting the many facets of the problems which involve the retarded child to the area of training and education we find that of the 5½ million retarded children in the United States today only a small segment are receiving any type of special guidance.

No other problem in the field of education is more in need of thoughtful attention than that of special programs for the retarded child.

Teachers and school administrators have little help in meeting this new chal-

lenge. Limited research has been directed mainly toward the problems of day school education for the mentally retarded, and only recently have schools with experience in special classes begun offering summaries of their programs. Because of numerical impetus and the problems inherent with what to do with the retarded child, a forceful resurgence of interest in this large handicapped group is taking place on a local level throughout the state.

### **Stigma Cast Aside**

Educators, social workers, doctors and parents are helping to cast aside the many stigmas which have formed a cloak of secrecy and shame that has kept this vast problem under wraps.

The retarded child need no longer be categorized as a social liability. With special techniques of training and continued advances in the various therapies many of these children may now be trained to become economically useful and self supporting citizens. Others may reach various levels of partial sustenance.

It is with this in view that the Valley of the Sun School for Handicapped Children strives to develop the retarded child to the optimum of his abilities. The School

Mr. Kalwara has been principal of the Valley of the Sun School for Handicapped Children for the past four years. Under his leadership the school has made great strides and now includes an accommodation school.

*Arizona Teacher*

began by offering boarding facilities for the handicapped child in 1946. Several years later classes were organized for the various ages of retarded children and by 1955 sixty-five children were enrolled in school.

In September 1956, the school became a county operated accommodation school for the multiple handicapped child. As a public school facility a broader service to a greater number of children is now made possible.

The present facility consists of six classrooms and a crafts and workshop.

Children are grouped according to chronological ages and ability levels. Instruction is directed mainly on an individual basis and to small groups. This permits mobility of a child in any group placement and permits the teacher to be guided by individual progress.

### Long Range Planning

When thinking in terms of long range planning for the retarded child the thought occurs, what are the future possibilities of these children and does our



The  
Curriculum  
Structure  
Must Be  
Realistic for  
Him

present curriculum structure reach realistic purposes when a child comes to the terminal point in his school program?

There are no studies to indicate trends in the completion of this cycle, however, it is known that there are many job classi-

fications for which these children can be trained.

### Placement Possibilities

Workshops of various types now exist for the retarded in many areas of the country. Individual job placement possibilities exist in all communities for the



Learning to Work Together

ones who have performance abilities yet lack academic achievement.

The Valley of the Sun School is developing plans for such a workshop and the exploration of job placement possibilities.

Many of the resident students will continue to live at the school in a cottage type arrangement. House parents will assist them during pre-work hours and leisure time. Children who are socially competent and are able to accept personally responsibilities of performance on the job can be placed in individual locations. For the groups that require guidance, a workshop form of employment will be designed.

This is the second in a series of articles telling of the Arizona schools that are devoted to special education. Since it is not possible to include all such schools, the editors have chosen four that seem to be typical of the forward movement of special education in our state.



# On the Moving of Mountains\*

*A Teacher is challenged by the  
differences in her pupils.*

*By Inez Tyler*

When school opened in September, the parent came out of the multitude with his child, or the child came alone into the school, seeking the miracle of learning. Some do not know what they seek — yet that is why the child came. The teacher is



**Seeking the Miracle of Learning**

not asked to "cure the lunatic son", as we interpret the word today, but some of the children are "sore-vexed", and all of them must learn how to keep from falling into the fire and into the water of this complicated, technological, atomic age. Now is the time, if ever, when the generation of teachers cannot be faithless and perverse. Ours must be the faith that moves a mountain.

---

Mrs. Tyler is a teacher in the Chandler Junior High School, Chandler, Arizona.

\* St. Matthew 17:14-21

Come to my schoolroom, modern, clean, and beautiful, with the sun shining brightly at the windows. It is pleasant but only an empty, lifeless room without the children who will grow here. To look on familiar beauty, I have brought my old, pink milk vase and put it near a window to sparkle and shine. The children fill it with flowers, and they bring their books to share with others. The room is ours, and we feel at home.

## **Differences Remarkable**

As the children entered the room that first day, some of their differences were easily remarkable — their race and religion in some cases, and in some the economic status of their families. The White, the Negro, the Indian, and the Mexican, the Gentile, and the Jew, each with his own creed. Children who have had "advantages", the child of the slums, the bilingual, the strong and the weak, and the quick and the slow. It does not matter how they are classified. These are human beings, and, being so, each is a person — each is man, created in God's image.

Each came, as I did, bringing his own personal "self", that self determined by his inheritance, his environment, and everything he has experienced. These are Americans, "created equal" in their right to pursue happiness. But, they are not equal in their potentiality. How could

*Arizona Teacher*

they be? They are not identical, nor is it possible to classify them for future development. This is good and right for future citizens of these United States, which have grown, because of differences of men and women, who believe they can live and work together for the common good.

### **Start With Children**

My work is cut out for me. There are goals of subject matter to be reached in a set number of days. Where to start? With the children, of course!

Here they are: Carlos and Anita, newly arrived from Mexico, and Helen, the Indian. None of them speaks English well, for it is not their mother tongue. When I talk to them alone or to the whole class, I try to remember these three even more than the others, may misinterpret my words. I must speak slowly and distinctly, giving them time to translate my words into the language in which they think.

As the weeks have passed, I have observed that boy sitting near the back window. His body is captive, but his mind is free and far away. He worries his mother. He is a "bad" boy at home, she says. She wants me to make him "good". He appears "good", as he sits dreaming. He bothers no one. I think I understand him—he feels rejected at home and fights restrictions and punishments he has suffered. He hates his home and school. Is there something in this room or in me that frightens or repels him? I try to show him I will not browbeat him into a set pattern. I catch that anxious glance of his that tells he likes the rest of the children and myself, wants to be accepted as he is. How long before he knows I care for him as I do for all the others?

### **What Do They Think of Themselves?**

Two big boys lounge in their seats in the back of the room. Outside of school I see them playing in the streets—"horsing

around", they call it. They have astonishing vocabularies of expletives. I have been told they are delinquents, heard reports of their morals, their fighting in school-rooms, and their proficiency in pilfering. I have been warned! But, what do they think of themselves? I know their homes and neighborhoods. They think and live as do all their relatives and friends, and by their standards, they are respectable. They expect me to clout them daily, and they are ready to fight back. One of them passed my desk today, insolently tossing something into the wastebasket just as I reached for a book. He mistook my movement and instinctively raised his arm in self-defense. Then, he grinned sheepishly. I must find a way to show these two that I accept them here and now—that I understand some of the things they want, and that they can contribute to this life of ours.

### **Not Alike**

Anne and Montgomery are Negroes, but that is the only way in which they are alike. Even in that they are different, for Anne's skin is light, and Montgomery's is black. Montgomery is neat and clean,



**His Mind Is Free and Far Away**

but he moves slowly and stutters badly. Young as he is, he has already felt the buffeting and pinching that segregates his race, but he is fighting back for his place

*Turn to page 18*

## The Secretary Presents the '56-57 Budget

*Lois V. Rogers, AEA Executive Secretary*

Faith, foresight and hardwork are a part of the AEA Budget. The Executive Committee must anticipate the membership enrolment and apportion the funds in such manner as to derive the best return to the teachers of Arizona. This is just one of the many jobs of the Executive Committee of the Arizona Education Association. Serving as Budget Committee they spend two full days on this job alone, one in the spring of the year when they survey statistics and assess the program mandated by the Delegates and another in September when they make the final adoption.

### **Basic Philosophy**

The AEA Budget rests on the philosophy that it should reflect the services of the Association. It is divided into two sections as are the budgets of school districts—one to show "Capital Outlay" costs and one to show "Current Operating" expenses.

When the Delegates met last April they voted to increase mileage for those attending committee meetings and they doubled the grants for educational scholarships. These items added to the normal increase in costs of services, supplies and equipment have necessitated an increase in the budget of \$14,535 over that of last year. One should remember, however, that the total amount budgeted usually exceeds the actual expenditures. For instance, at the close of last year there was an unexpended balance in the budget of \$22,585.22. This represented approximately 17% of the total amount budgeted.

A closer look at the specific items of the budget reveals interesting facts.

Item 200—Personnel Services—represents 32.11% of the total budget. This item includes the salaries of all personnel in the Headquarters, including the insurance program. However, if we look at Item 500—representing 2.39% of the budget, we find that the income to the Association is more than the salary of the Insurance Secretary and all other costs connected with the program.

Item 400—Field Services—appears to be 1.71% of the budget. However, to get a true picture one must add to this the salary of the Field Secretary. At the same time remembering that the Field Secretary also does most of the work on the *Arizona Teacher* and the *AEA Newsletter*. Thus, we see that the items of the budget overlap and that it is exceedingly difficult to draw a clear-cut line between them.

The income to the *Arizona Teacher* is approximately \$3,200. This represents more than 50% of the \$5,200 expended on the publication last year. This item was increased in this year's budget in order to publish a larger magazine and carry committee reports in the *Arizona Teacher* prior to the Delegate Assembly. As the Association grows in membership and the program expands, our conferences and conventions increase in cost. The total income to the Association from the sale of exhibit space and advertising in the program was \$2,915. This represents more than half the cost of the State Convention.

With this brief highlighting of certain accounts, we hope the reader can look at the AEA budget with a critical eye and an understanding of the items listed.

*Arizona Teacher*

# Where the AEA Dollar Comes From:

Cash Balance—October 1, 1956 .....	\$ 33,000	22.01%
Membership Dues:		
Active—Associate—FTA .....	98,000	} 65.56%
Delinquent Pledges—from past years .....	300	
AEA GrouPlan—Fee allowed for administration .....	11,000	7.33%
Arizona Teacher—Advertising .....	3,200	2.13%
Convention—Program advertising and exhibits .....	2,800	1.87%
NEA Refund—Allowed for cost of enrolment .....	1,500	1.00%
Miscellaneous .....	150	0.10%
<b>TOTAL .....</b>	<b>\$149,950</b>	<b>100.00%</b>

# What the AEA Dollar Buys:

I CAPITAL OUTLAY			603-Office Utilities		
		Percent of	TOTAL		
ACCOUNT	Budgeted	Budget		\$ 900	2.32
Office Equipment and Furniture .....	\$ 3,000				
Building Maintenance and Improvement .....	500				
Association Car .....	2,000				
Investments .....	10,000				
TOTAL CAPITAL OUTLAY .....	\$15,500	10.58		\$ 3,400	
II OPERATING BUDGET					
100-General Control			700-Fixed Charges		
101-Executive Committee .....	\$ 2,500		701-Real Estate Taxes .....	600	
102-Travel: President and AEA Staff....	2,800		703-Employer's Taxes and Contributions .....	3,000	
103-AEA Headquarters .....	2,800		702-Insurance and Surety Bonds .....	800	
104-Telephone and Telegraph .....	1,200		704-Dues .....	250	
105-President's Expense .....	100		TOTAL .....	\$ 4,650	3.17
106-Legal Services .....	2,800				
107-NEA-AEA Enrolment Expense .....	1,500		800-Departments, Local Associations and Allied Groups		
108-Treasurer's Expense .....	50		801-Department of Classroom Teachers	\$ 2,875	
109-Auditing .....	700		802-Department of School Administrators .....	750	
Total .....	\$ 14,450	9.86	803-Unified Local Associations .....	2,500	
			804-Allied Groups .....	2,000	
200-Personnel Services			TOTAL .....	\$ 8,125	5.54
201-Executive Secretary .....	\$ 8,500				
202-Research Assistant .....	4,800		900-Committees .....	\$ 6,000	4.09
203-Field Secretary .....	6,400		1000-Publications		
204-Insurance Secretary .....	4,860		1001-AEA Newsletter .....	3,000	
205-Office Secretaries .....	22,500		1002-Arizona Teacher .....	6,500	
TOTAL .....	\$ 47,060	32.11	1003-Other .....	1,000	
			TOTAL .....	\$ 10,500	7.17
300-Research .....	\$ 3,000	2.05			
400-Field Service .....	\$ 2,500	1.71	1100-Meetings		
500-GrouPlan			1101-Delegate Assembly .....	\$ 4,500	
501-Travel			1102-State Convention .....	4,500	
502-Printing and Mailing			1103-Leaders Conference .....	2,000	
503-Telephone and Telegraph			1104-Delegates to NEA Assembly .....	3,000	
504-Equipment Purchase and Repair			1105-Presidents Conference .....	500	
505-Office Supplies			1106-Special Legislative Meetings .....	500	
TOTAL .....	\$ 3,500	2.39	1107-Other Meetings .....	600	
			TOTAL .....	\$ 15,600	10.65
600-Office Maintenance			1200-Public Relations .....	\$ 10,000	6.82
601-Equipment and Furniture Repair ....	\$ 800		1300-AEA Scholarships .....	\$ 2,250	1.54
602-Janitorial Services and Supplies .....	1,700		TOTAL OPERATING EXPENSE .....	\$131,035	89.42
			GRAND TOTAL		
			(including capital outlay) .....	\$146,535	100.00
			10/1/56		



*Does Academic Achievement Make*

## SPELLING CHAMPIONS?

*By Daniel R. Chadwick*

Is there any correlation between the ability to spell and all around general academic achievement? Too frequently one hears a remark to the effect that spelling may be the only subject at which the winner excels. Let's take a look at the record.

### **State champion chosen**

Every year a state spelling champion is selected for the state of Arizona. The winner is sent to Washington, D.C. to compete for the national spelling bee title. Arizona has sent representatives to the national since 1948. The State winner who participates in the national contest, is selected in competition from among 16 state finalists, one for each county in Arizona and the winners from the Phoenix and Tucson elementary schools. Prescott Junior High School has the distinction of having had four winners out of the nine years that the contest has been held in Arizona.

### **Research**

This year a letter was sent to each school

Mr. Chadwick is a teacher in the Washington Elementary School. Previously he was Head Teacher in the Cave Creek School. He is the immediate past president of the Arizona Association for Teachers of Rural and Small Schools.

principal of the known winners of the state spelling bee requesting information regarding the academic rating or achievement of the individual winners. In each case the reply showed that winners were excellent and outstanding students. They were rated highly in all fields of study by their school.

The following is a list of known winners of state spelling bee championship, along with the name of the school they attended, size of their school and the year they won:

### **Winners and their schools**

Year	Name	School	Sch. Size
1948	Unknown		
1949	Nancy Gale	Prescott Jr. H.	607
1950	Beth Millet	Mesa (Franklin)	900
1951	Carol Wright	Prescott Jr. H.	652
1952	Donald Doig	Prescott Jr. H.	681
1953	Elizabeth Hess	St. Matthews	400
1954	Willa Mae Elzey	Winslow	1340
1955	Jean Copeland	Prescott Jr. H.	695
1956	Anneil Poore	Kingman Jr. H.	270

Elizabeth Hess, state winner in 1953, obtained the high honor of national spelling bee champion. Jean Copeland, the 1955 state winner, was runner-up for the national competition.

*Arizona Teacher*



# Among Our Neighbors

By JOSEPH N. SMELSER

Member of the A E A Editorial Board

May we, in a backward flight, call upon a few of our past neighbors whose greatest passion was to give their contemporaries a more vivid and penetrating view of reality—which the good teachers of our day should dare to do. If we cannot agree with all the old neighbors *believed* we can at least honor them for something even more important—their gallant search for the truth.

## DEMOCRITUS

We are visiting with Democritus (460-360 B.C.). He is doing the talking:

"He who does wrong is more unhappy than he who suffers wrong."

"Fools learn wisdom through misfortune."

"One should emulate works and deeds of virtue, not arguments about it."

"Neither art nor wisdom may be attained without learning."

"There are many who know many things yet lack wisdom."

"A sensible man takes pleasure in what he has instead of pining for what he has not."

"Men find happiness in uprightness and fullness of understanding."

## GAUTAMA BUDDHA

Next, we hear meditative old Gautama Buddha (563-483 B. C.):

"The cause of error is the incorrect concept of wholeness."

"Doubt arises because knowledge and ignorance are two different things."

"Wrong perceptions disappear by virtue of knowing what is true, just as wrong cognition if images in dreams disappear upon waking."

"One should practice the acquisition of

insight and discuss it with those who have such wisdom."

## THALES

Now, a brief work from Thales (625-545 B.C.):

"It is not many words that real wisdom proves;

Breath rather one wise thought,  
Select one worthy object."

"We should never do ourselves what we blame in others."

"Who is most happy? He who is healthy of body, easy in his circumstances, and well-instructed as to his mind."

## FRANCIS BACON

We travel down 2200 short years and hear Francis Bacon of Elizabethan fame:

"The wit and mind of man, if it work upon the *matter*, worketh according to the *stuff*, and is limited thereby; but if it work upon itself, as a spider worketh its web, then it is endless and bringeth forth indeed cobwebs of learning, admirable for the fineness of thread and work, but of no substance or profit."

"Man being the servant and interpreter of Nature, can do and understand so much and so much only as he has observed in fact or in thought of the course of Nature; beyond this he neither knows anything nor can do anything."

It is true that good education can neither desert the past nor follow it—but must understand it. By understanding the past (and the present), we may know that the significance of the past becomes that of the present and points a steadier finger to things to come.

## MOVING MOUNTAINS (from page 13)

in the world. He says, "It takes me a long time to learn, but I remember good." Self-criticism, self-motivation, and a desire to learn are in him. He is on his way.

Anne, gay and happy, sang for us this morning, and her voice delivery could interest a recording company before too many years, if she can get an opportunity to be heard. She is friendly and courteous, but her person and clothing are grubby. She accepts her color of skin and wears it lightly. No one has hurt her — yet! May I not be guilty of taking that smile from her face and the song from her lips as I try to have her feel her other needs.

## Scars That Do Not Show

There is a boy with thick-lensed glasses and a girl, wearing braces after polio. Physical handicaps! But, after all what is a handicap? Only something to eliminate through learning, or to learn to live with and forget. What about the children who bear scars that do not show? Sam Epstein, small for his age, his hand flying in the air at every question, always pushing to the front. Sue, the girl with the tight braids and the starched dresses. Those two stare at me, taking my measure. They know the facts in every subject and pride themselves on giving me the answers I want. I know other things about them. They do not care for their classmates. I saw Sue place her hand over three newly-sharpened pencils when her neighbor broke the only one she had. Sam would not have seen his neighbor's plight. To these two, competition is the reason for living, with each determined to be the winner. For them I have plans. I want them to find that confidence in self that leads to the joy of cooperation with others.

The rest of the children have their own

problems, too, but we are beginning to know each other and find some answers.

## We Need to Belong

Individuals, all of us, we have this in common—we need to feel we belong and that someone cares. We must be respected, and we need a friend who can say honestly when we fail, "You can do it. Try again."

As their teacher, I shall try to lead these children to set goals for themselves. To help them take one step at a time forward is the essence of teaching. Children often seem to believe they should have been born knowing everything — that school is a place in which to show how smart they are, that being able to make a score that places them in the top ten of the class after an achievement test, is the purpose of being. Far be it from me to belittle the value of measurements of man and his ability, but I do not want to find out where a child is by tests, alone, and mark him a fool or a genius, accordingly.



Judge Not by Tests Alone

It is self-evident that, because of man's individualism, his potentialities are almost unlimited. How much greater the potentialities of man than the possibilities of music from the keys of a piano! And, how many beautiful compositions are possible with that set number of vi-

Turn to page 22

Arizona Teacher

# Arizona Teachers in the News

Five teachers have been appointed to the Arizona State Curriculum Coordinating Committee by C. L. Harkins, Supt. of Public Instruction. They are: *Mrs. Roberta Dugan*, Ray; *Mrs. Charlotte Oleson*, Williams; *Mrs. Prudence Ritter*, Humboldt; *Mrs. Alma Gillette*, Tempe; and *Mrs. Grace Reilly*, Yuma. These teachers will help in making recommendations to the state board of education on the courses of study in elementary and high schools.

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*Ben L. Slack* a Coolidge High School Teacher, has been appointed a part-time health educator at Coolidge for the Arizona State Health Department. He is one of two part-time health educators who will participate in the new joint program of Pinal County and the State Department of Health.

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*Mrs. Velma Stokes*, principal of the Ajo Elementary School, has won a certificate of merit in the 1956 Carol Lane Awards for Traffic Safety, the National Safety Council announced on October 5.

She was honored for her work in helping to organize a community bicycle safety program designed to correct the faulty riding techniques of children.

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*Miss Maude D. Miller*, chairman of the Social Studies Dept. at Catalina High School, Tucson, was a delegate to the Industrial Council at Rensselaer Polytechnic Institute last October 11 to 13.

The Industrial Council is a national forum of educators and industrialists. More than 650 social studies teachers from all over the United States and 150 of the Industries executives attended the meeting which was held in Troy, New York.

*Mr. Ron Jenkins*, Supt. of Benson Public Schools has been elected president of the Arizona Association of School Administrators. By virtue of his office, Mr. Jenkins automatically becomes a member of the Executive Committee of the Arizona Education Association.

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*Henry Howe, Jr.*, Commercial Teacher in Cottonwood High School was elected president of the newly organized Northern Education Group at a meeting held in Flagstaff on September 15. The Association was organized with a view of consolidating the teachers in the northern part of the state in educational matters.

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*Jean Starr*, North Phoenix High School business teacher, won a scholarship to the workshop in human relations held at the San Francisco State College under the auspices of the National Conference of Christians and Jews.

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*Miss Ella Williams*, formerly of Washington School in Prescott is now teaching in Okinawa.

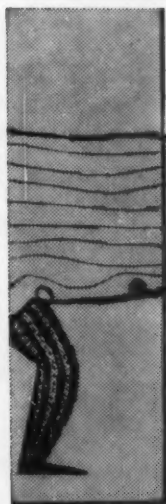
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*Otis H. Chidester*, director of the graphic arts at Tucson Senior High School has been awarded a laureate citation from the Epsilon Pi Tau international honorary society in industrial arts.

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*Mrs. Thelma Bennett* principal of Garfield School, Phoenix, was chosen president of the Arizona Association of Elementary School Principals when the group met here in connection with the AEA Convention.

Mrs. Bennett has just received an award from the National Safety Council for the driver training program she initiated for her pupils.



# Save 20% on Insurance?

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# Professional News and Notes

THE TELEVISION PROGRAM "YOUTH WANTS TO KNOW" will hereafter be produced in cooperation with the National Education Association. The NEA Division of Press and Radio Relations will be responsible for arranging appearances for the young people who will appear regularly on the half hour program to ask questions of leading newsmakers. "Youth Wants To Know," founded in 1951, is telecast each Sunday afternoon from 3:30 to 4:00 P.M. Eastern Daylight Time, on NBC's television network.

THE DEADLINE for applications for the 1956-57 Foreign Teacher Exchange Program has passed. Those interested for the year of 1957-58 should mail their application to the Department of Health, Education and Welfare, Education Exchange and training Branch, Division of International Education, Washington 25, D. C.

DR. HARRY B. WYMAN, former dean of Phoenix College, and now connected with the government's student exchange service, reports that more than 6000 students are now in this country under the program of the State Department's international educational exchange service. Dr. Wyman was a recent speaker before the Hiram Club of Phoenix.

UNDER THE FULLBRIGHT ACT almost 1000 Elementary and Secondary School Teachers will be eligible for the United States Government fellowships for graduate study abroad for the academic year beginning in September 1957. Requirements include United States citizenship; a college degree or its equivalent; knowledge of the language of the country of application sufficient to carry on study; and good health. November 1956 is

the deadline for submitting applications for 1957-58. Send inquiries to Institute of International Education, Denver, Colo.

MARGARET STEVENSON, formerly Associate Executive Secretary, became Executive Secretary of the NEA Department of Classroom Teachers on June 1. She succeeds Hilda Maehling, now NEA Assistant Executive Secretary for Professional Development and Welfare. Margaret Perry, NEA State Director for Oregon has been appointed Assistant Executive Secretary of the Department of Classroom Teachers.

ON SEPTEMBER 1 THE NATIONAL Association of Deans of Women officially became the National Association of Women Deans and Counselors. The new name was voted on and approved on at the NADW Annual Meeting in Cincinnati lasts spring.

DR. FINIS E. ENGLEMAN, executive Secretary of the AASA, was chairman of the group of educators sent by the United States Government to the 19th International Conference of Public Education held at Geneva from July 9 to 17.

THE SPARTAN BLADE, Camelback High School's newspaper, has won a first place award for the National Honorary Quill and Scroll Society.

Receiving the Award for the second consecutive year, the Blade rated highest in news coverage, educational stories and feature articles.

Note: John Raymond, Chairman, Arizona Teacher Editorial Board, is the sponsor of the Spartan Blade.





## Standard School Broadcast Schedule

### "The Worlds of Music"

#### INSTRUMENTAL MUSIC

Percussion Instruments	Jan. 3
The Woodwinds	Jan. 10
Brasses and the Band	Jan. 17
Strings and the Symphony	Jan. 24

#### MUSIC MAPS THE WESTERN HEMISPHERE

Aboriginal America	Jan. 31
Colonial America	Feb. 7
The "Mirage" Lands	Feb. 14
New Nation	Feb. 21
Neighbor Nations	Feb. 28
Hemisphere Crossroads	Mar. 7

*Other lessons, dates, and the complete list of stations broadcasting the Program are given in the Teacher's Manual.*

#### TEACHER'S MANUAL — FREE

Available to teachers or leaders of listening groups. Request Cards have been sent to principals of Western schools. For additional Request Cards, write to Standard School Broadcast, 225 Bush Street, San Francisco 20, California.

**STANDARD OIL COMPANY  
OF CALIFORNIA**



#### MOVING MOUNTAINS (from page 18)

brating strings in all their multitudinous combinations?

#### Each Child Learns for Himself

These children of mine and I are reaching out to each other. The role of challenger is mine, but each child must learn for himself. He can be forced to memorize facts, but that is not learning. He, and he alone, can evaluate his experiences and create within himself a disinterested self-criticism and self-discipline, that will prod him on into becoming a sensitive adult with balance and perspective that will enable him to change and adjust and grow as life puts stumbling blocks in his way. God forbid that I should think of these children's heads as tanks to be poured full and brimming over with sterile facts and skills, or that I should believe a human mind is a clean sheet of paper on which I can write information and beautiful thoughts.

I shall not be able to right all wrongs, nor reach every child to set his feet on the path of improvement and development. I shall face blank walls and have to work and think and plan to make an opening. My consolation is that even those disciples of the Greatest Teacher of All failed and were rebuked and tried again. And so I am strengthened.

#### Emphasis on Home Relations

I want to teach. I want to do my part to make this a better and happier world. I believe in the words of Ashley Montague, in his book, "On Being Human": "We must shift the emphasis from the three 'r's' to the fourth 'r', human relations, and place it, first, foremost, and always in that order of importance, as the principal reason for the existence of the school. — For all the knowledge in the world is worse than useless if it is not humanely understood and humanely used."

Cruelty of man to man! The cruelty of

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Arizona Teacher

## WE SHALL NOT BE LESS (from page 9)

problems of the educational profession. Today we are still actively engaged in the promotion of public education and in the study of the problems of the profession. Basically, our problems have not changed from those of 65 years ago. TODAY we are what YESTERDAY we were.

### Committees at Work

TOMORROW we shall not be less! At the present time there are twenty-seven committees working for you, and on your professional problems. One I particularly want to mention, as an example of what we are doing professionally. The TEPS Commission, more properly known as the Commission on Teacher Education and Professional Standards, is composed of thirteen members, from all levels of education in the state. At their most recent meeting they decided to concentrate on five areas of study. Namely: Selective Recruitment of teachers, Pupil-Teacher Ratio, Certification, Teacher Evaluation ("Merit Rating"), and the Five-Year Program of teacher training.

Each area has three or more members assigned to work on the problems involved and to make recommendations to the entire Commission. Each area is extremely important — for example, Selective Recruitment of teachers. We need not be told again that there exists a shortage of teachers. If we are to maintain high standards, and continue to improve the standards of education in Arizona, we must be on the alert in seeing to it that the best, and only the best, students are directed into the profession. We need teachers, yes. But not so badly that we should lower our standards to permit just anyone to become a teacher, simply because they can achieve the necessary educational qualifications. We all know of those who have prepared themselves for

*Turn to page 25*

## Home for the Holidays...



## or away to Adventure



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## Look - Hear - Now

By Dorothea Pellett, Audio-Visual  
Consultant, Topeka, Kansas  
Public Schools

(Filmstrips reviewed here may be purchased from local distributors, or information requested from producers listed.)

New, "*Christmas Around the World*" (1 strip, color, and 33 1/3 record, Society for Visual Education, 1345 Diversey Parkway, Chicago 14). Traditional customs are pictured in Sweden, Norway, Denmark, England, Holland, Belgium, France, Germany, Spain, Italy, Romania, Yugoslavia, Syria, Israel, India, China, Mexico, the Philippines, Australia, Brazil, and in different U. S. regions.

For elementary students: "*Indians for Thanksgiving*" (1 color strip and record, SVE) gives reality to the Pilgrim's New England of 1631.

In "*To Everything A Season*" (1 color strip, and record, SVE) Fran Allison narrates an exploration of marsh, woods, and meadow, showing the cycle of life for animals and plants. "Live" calls of birds, frogs, and insects make fascinating listening.

Filmstrips and records based on the Landmark Books, for upper elementary thru senior high classes, by Enrichment Teaching Materials, 246 5th Avenue, New York 1. New color filmstrips: *Landing of the Pilgrims*, *Ben Franklin of Old Philadelphia*, *Daniel Boone Opening the Wilderness*, *Robert Fulton and the Steamboat*, *Lee and Grant at Appomattox*, and *Building the First Continental Railroad*. New are: *Ben Franklin of Old Philadelphia*, *Lincoln and Douglas*, *the Panama Canal*, and *Robert Fulton and the Steamboat*. Write for the complete list of records and strips that correlate but may be used independently.

"*Hero Legends of Many Lands*" (6 color strips, SVE). Fabulous tales of *William Tell*, *King Arthur and the Magic Sword*, *Aladdin and the Wonderful Lamp*, *Robin Hood* and *Allan-A-Dale*, *Ulysses* and *Circe*, and *Gulliver's Travels to Lilliput*.

True biographies in "*American Leaders*" (6 color strips, Young America Films, 18 East 41st Street, New York 17). For English classes, Jane Addams, Susan B. Anthony, Franklin, Jefferson, Mann, and Williams. Similar strips deal with six persons each in "*American Authors*" and "*American Scientists*".

Two new geography sets from SVE, with beautiful photographs and useful maps showing life today, complete the Rand-McNally-SVE "*Lands and People Overseas*" series, to total 24 strips, really comprising a picture-strip around the world. New are: "*Living in Africa*", four strips, North Africa, Egypt and Sudan, Congo and Guinea Coast, Eastern and Southern Africa; and "*Living in Australia and the Pacific Islands*", four strips, New Zealand, Hawaii, South Pacific and Antarctica.

"*Our Holidays and What They Mean*" (set of 8, color, Filmstrip House, 347 Madison Avenue, New York 17) sketches the stories of: Columbus Day, Thanksgiving, Easter, Christmas, Lincoln's and Washington's Birthdays, Memorial Day, and Independence Day. For upper elementary and junior high groups.

New filmstrips from Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois, all in color, include: a geography set of six strips, "*The Southwestern States*," completing a series of regions of contemporary U.S.; "*Medieval Europe*", four strips, on the manor, the knight and his training, the Crusades, and the town guilds; *Setting the New*

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Arizona Teacher

## MOVING MOUNTAINS (from page 22)

good citizens, your neighbors and mine. It is time to do something about feelings of superiority that are all around us! Civilized, literate people, feeling superior to other human beings, because of race, religion, kind of work, economic condition, or accumulation of things! We must remember that it was the superior, educated leaders of Germany who confined their own countrymen to concentration camps and destroyed them in gas chambers, insanely hating and intolerant. Such things cannot happen here, we say. Not to people like us! They have happened to people like us in other parts of the world. They can happen again, and here, and to us!

## Decisions Based on Knowledge

But we can do something about it. As teachers, we realize that education can be used to teach *anything*. We know it can build men and women who do not know how to think—it can confuse them and make them believe they are free while they are slaves. It can make people apathetic or drive them to insanity. Or, it can help men to make responsible citizens of themselves—honest, free men, who face life without fear, who make decisions based on knowledge.

Surely, I can follow the path of all good teachers who have gone before me if I remember:

"He hath sent me to heal the broken-hearted,

To preach deliverance to the captives,  
And recovering of sight to the blind,  
To set at liberty them that are bruised."

St. Luke 4: 18.

## WE SHALL NOT BE LESS

(from page 23)

teaching only to discover that they failed in the classroom because of a lack of that certain something. Call it a special trait, a love of children, a dedication, or what

December, 1956

have you, they just didn't have what it takes. We need to devise methods for determining just who will make the best teachers. We must find methods of directing these persons into the profession. That is the task of the Sub-committee on Selective Recruitment . . . to be Selective.

This, then, leads me back to Omar Khayyam and his Rubaiyat. If we are selective, tomorrow we shall not be less, but we shall be MORE. We are stronger and more active than we were a decade ago. They were stronger and more active than 65 years ago. TOMORROW we shall not be less!!!!



## READING ROUNDUP

Witty - Peterson - Parker

*Book One for Grade 7; Book Two for Grade 8.* This reading-literature series offers a wealth of material, old and new, from the best American and British sources. Stimulating study aids. Sound development of reading skills. Colorful illustrations by notable artists. *Tests and Teachers Guides.*

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*a suggestion  
we hope proves helpful*



## Chicken pie molds!

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For set of 8 CHICKEN PIE MOLDS, described, 4½ x 2¼" . . of extra heavy aluminum, with special heat-holding surface . . and wonderful recipe — write **MIRRO**, Manitowoc, Wis., and send \$1 (postpaid).

*Always refreshing!*



**Lively Wrigley's  
Spearmint flavor  
satisfies between meals yet  
isn't rich or filling. It's so  
refreshing. Try tonight.**

## It's News To Us

These are announcements by the manufacturers of new products which we believe will be of interest to educators. If unable to find these products in your locality, your request to this magazine for further information will be forwarded to the manufacturer.

*Copper Motifs* for enamelists and jewelry makers. A large assortment of die-struck, finely-detailed copper motifs which may be fired into enameled backgrounds or simply soldered onto copper jewelry or findings. These motifs may be treated by any of the many copper finishing techniques for use with matching or contrasting copper backgrounds. Included in the ornament styles are: a series of dogs; musical instruments; horses; sport symbols; oriental designs; stylized patterns. (The Copper Shop, 1812 E. 13th Street, Cleveland 14, Ohio.)

*Ultra-Violet Master Science Lab.*, designed to illustrate the uses of ultra-violet in the fields of research, chemistry, mineralogy, art and theatrics is available for classroom use. Kit contains complete materials, including a Blak-Ray Lamp that plugs into an ordinary electrical outlet. Valuable specimens of uranium ore, zinc, magnesium and aluminum. Cost \$24.95. (Black Light Corporation of America, San Gabriel, California.)

*Royal Blackboard Eraser Cleaner* operates on the vacuum cleaner principle and is extremely easy to use. According to the literature, the unit has a triple cleaning action which brushes, beats and suction cleans erasers. It can be used as a portable unit or as a permanently installed fixture. (Royal Appliance Manufacturing Company, 1975 E. 61 Street, Cleveland 3, Ohio.)

*Arizona Teacher*



# YOURS . . . for the asking

Advertisers in *Arizona Teacher* offer interesting material about equipment, supplies, books and other teaching aids each month.

1. *Posture Posters* set of 7 — designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Company)

3. *Facts* about writing short paragraphs for profit. (Benson Barrett)

14. *Catalog* of supplies for handicraft work in basketry, beadercraft, block printing, candle-making, copper tooling and on through 28 different crafts to woodenware and wood carving. (American Handicraft Co.)

25. *Highways to History* A new wall mural 8 feet wide, in full color, showing beautiful photographs of ten historically famous places in America. Includes an 8-page lesson topic, which takes your class on tours to America's best-loved shrines. If additional lesson topics are desired, jot down the number you need — not more than 15 to a classroom, please. (Greyhound Lines)

## LOOK—HEAR—NOW

(from page 24)

*World*", six strips on 17th-century America; and six telling Hans Christian Andersen stories.

For younger children, "*We Take a Trip*", four, on zoo, beach, fair, and museum: "*Our Pets*", six, on parakeet, pony, kitten, rabbit, puppy, and turtle; "*Indians of the Eastern Woodlands*", six strips; and for beginning concepts of numbers, processes and problem solving, a set of six strips, "*Arithmetic Series, Set No. 1.*"

December, 1956

30. *Request Card* for a copy of the Teacher's Manual for the 29th Annual Standard School Broadcast Course, "The World of Music." This series of broadcasts will be divided into two groups of 13 broadcasts each. Programs in the Fall series will be devoted to "Music of the Old World" and those in the Spring will emphasize "Music of the New World." (Standard Oil Company of California)

53. *Clear The Track* A cartoon narrative on the railroads' fight against the elements. One examination copy per teacher with Teacher's Plan. Classroom quantity on subsequent request. (Association of American Railroads)



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this coupon  
in the  
mail.

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(Available in School year of 1956-57 only)

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# On the Calendar

December 8—Open AEA Legislative Meeting, Phoenix

December 27-29 — National Council of Teachers of Mathematics, NEA, Jonesboro, Arkansas

January 12 — Presidents Conference, Phoenix

February 8-9—Association of Supervision and Curriculum Development, State Meeting, ASC, Tempe

February 14-16 — Annual Convention of National School Boards Association, Atlantic City, New Jersey

February 15-20—American Association of School Administrators meeting, Atlantic City, New Jersey

March 1-2 — Reading Conference, Memorial Bldg., ASC, Tempe

March 15—Arizona Association of Audio-Visual Education Meeting, Prescott

April 4—NEA Centennial Birthday Parties

April 12-13—Annual Meeting AEA Delegate Assembly, Phoenix

April 21-26—Study Conference of the Association for Childhood Education, International, Los Angeles, California

June 25-29—National Teacher Education and Professional Standards Commission meeting, Washington, D.C.

June 30-July 6—Centennial Convention, National Education Association, Philadelphia, Pa.

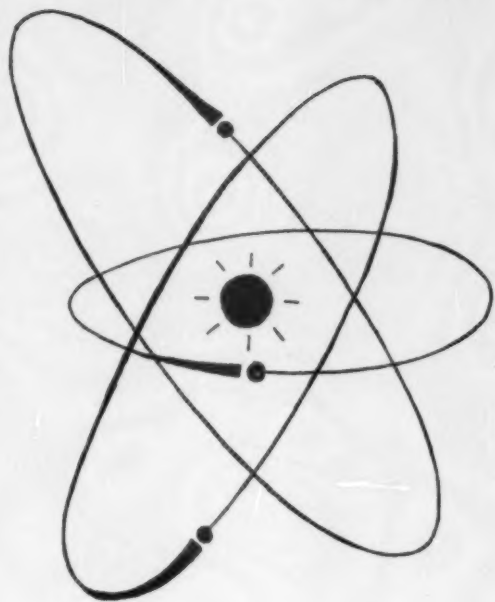
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